

# Title II of the Higher Education Act Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

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## Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

**Table C1:** Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<b>Institution Name</b>	Lincoln University
<b>Institution Code</b>	6366
<b>State</b>	Missouri
<b>Number of Program Completers Submitted</b>	62
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	61
Statewide	

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Professional Knowledge</b>							
<b>Academic Content Areas</b>							
ELEM ED CURR INSTRUC ASSESSMENT	011	40	29	73%	1614	1547	96%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			172	168	98%
MATHEMATICS: CONTENT KNOWLEDGE	061	1			126	123	98%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	6			276	269	97%
PHYSICAL ED: CONTENT KNOWLEDGE	091	2			166	144	87%
BUSINESS EDUCATION	100	4			77	77	100%
MUSIC CONTENT KNOWLEDGE	113	2			129	122	95%
ART CONTENT KNOWLEDGE	133	1			75	75	100%
BIOLOGY CONTENT KNOWLEDGE PART 1	231	2			92	90	98%
<b>Other Content Areas</b>							
<b>Teaching Special Populations</b>							
SPECIAL EDUCATION	350	2			207	207	100%

**Table C2:** Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<b>Institution Name</b>	Lincoln University					
<b>Institution Code</b>	6366					
<b>State</b>	Missouri					
<b>Number of Program Completers Submitted</b>	62					
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	61					
				<b>Statewide</b>		
<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	59	43	73%	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	2			101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				319	318	100%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	61	45	74%	3678	3553	97%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup>Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup>Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup>Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup>Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## Section II. Program information.

### A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: **161**

### B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? **69**

3. Please provide the numbers of supervising faculty who were:

**6** Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

**2** Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

**2** Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: **12**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **5.75**
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **40** hours. The total number of weeks of supervised student teaching required is **14**. The total number of hours required is **560** hours.

### C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

**X** Yes ☐ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes **X** No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

## Section III. Contextual information (optional).

- A. Please use this space to provide any additional information that describes your teacher preparation program(s).

Lincoln University is an open admission historically black university. Lincoln University graduates are placed in areas at a high degree of consistency and success. 90% of Lincoln University graduates are highly sought after by both local and state-wide districts in Missouri. Lincoln University graduates are placed in both of the major urban settings (Kansas City and St. Louis) in Missouri where there are high rates of teacher shortages. Lincoln University has implemented an urban education program which specifically addresses the needs of the urban learner.

The Department of Education is currently revising the programs to align the curriculum with NCATE 2000 Standards, MO-STEP Standards, and learned societies standards.

**B. Missouri has asked each institution to include at least the following information.**

**1. Institution Mission**

Lincoln University is an 1890 land-grant, comprehensive institution which is part of the Missouri state system of higher education. Founded in 1866 through the cooperative efforts of the enlisted men and officers of the 62<sup>nd</sup> and 65<sup>th</sup> Colored Infantries, Lincoln University was designed to meet the educational and social needs of freed African-Americans. While remaining committed to this purpose, the University has expanded its historical mission to embrace the needs of a significantly broader population.

The core mission of Lincoln University is to provide excellent educational opportunities for a diverse student population in the context of an open enrollment institution. The University provides student-centered learning in a nurturing environment, integrating teaching, research, and service. Lincoln University offers relevant, high quality undergraduate and select graduate programs that prepare students for careers and lifelong learning. These programs are grounded in the liberal arts and sciences and focused on public service professions that meet the academic and professional needs of its historical and statewide student clientele.

**2. Educational Philosophy**

The Department of Education views the role of teacher education as encompassing the following beliefs:

- Teacher education will prepare teachers to use knowledge, skills, and dispositions that will lead towards the emergence and development of well-informed citizens of a diverse and pluralistic society within an interdependent world.
- Teacher education will prepare teachers who recognize the strengths that all children bring to learning and to prepare teachers who will guide all children toward successful academic achievement and responsible accountability.

Teacher education will prepare teachers who are committed to promoting within themselves and their students a disposition towards inquiry and reflection within the teaching/learning process.

**3. Conceptual Frameworks**

The Lincoln University College of Education seeks to define its vision in terms of the context of an open-enrollment institution meeting the needs of its constituency in the community of learners. Through collaboration with the educational community at large, government, business and industry the College of Education seeks to renew the preparation of highly qualified teachers and other professional educators from diverse backgrounds who recognize, understand and value those backgrounds in the teaching and learning process, such that they are fully prepared to lead the renewal of schools in a rapidly changing society. This renewal will manifest itself in a variety of themes, one of the most important of which will be to close the achievement gap between high-poverty and low-poverty schools.

The College of Education at Lincoln University will serve as an exemplary model for teacher education programs that seek to prepare teachers and other professional educators who will make a difference.

The students, faculty and staff of the College of Education will take the LEAD (Learning, Engagement and Discovery) in the design, development and evaluation of initiatives and strategies which will renew our nation's schools so that all students can achieve at the highest levels of expectation in lifelong learning endeavors. This development of nationally accredited model programs will serve to attract increasing numbers of minority students into the programs; to increase funding from extramural sources to sustain the programs; and to raise the level of public recognition of Lincoln University's unique contributions to society.

**4. Program completers who teach in the private schools and out of state**

**Private Schools: 6**

**Out-of-State Schools: 3**